

tive to the planning of the institution itself and will not divide the effort in too many ways and into too small projects which are not coordinated.

The only way possible is through the institution of higher education in collaboration and cooperation with many other agencies interested in that area.

Mr. ERLNBORN. May I interrupt and ask: Are you talking about aid available under the Higher Education or the Elementary and Secondary Act, or both?

Mr. ADKINS. Both and NDEA. There is possible aid in many of the bills and in many of the amendments proposed here there is mention of one segment or another of this problem. Our plea is that we find a way—to whom do we present this kind of proposal, for instance, in Washington?

Mr. ERLNBORN. Maybe I should not even get into this area; it does not belong to this committee, but there is a lot of hot discussion about whether we should continue the elementary and secondary programs or go to a State plan which would incorporate what you have here.

Instead of having titles I and II funds, you would have a single fund and State plan to coordinate these funds.

Maybe we should not get into this but I think this is what you are addressing yourself to.

Mr. PEARL. Is it possible for me to respond to that?

Mr. ERLNBORN. Maybe this is unfair, since the majority members are not here, but you may.

Dr. PEARL. I feel that would be disastrous. We have a difficult time as it is in attempting to establish meaningful guidelines for education, given what the State has at this time, and I think without the almost kind of check and balance that the Federal Government offers, and I think at this time with categorical aid, I think what we would end up having is a further loss to a population already not too well served.

Mr. ERLNBORN. I take it you two gentlemen disagree?

Dr. ADKINS. No, not necessarily; I think he may be disagreeing with the implication of your statement, with which I would also disagree.

Dr. PEARL. We have to look at what is going on in the States, the nonurban, what used to be urban and rural, there are problems in every State I know of. I worked in New York, was involved in the State of California and know something of the State of Oregon and every State is in this predicament.

Let's look at Oregon, where there is so much less State dollar and local dollar than some of the more affluent States and communities.

I think you would find that at this point in history through this kind of move.

Mr. ERLNBORN. Even with the same purposes being specified in the agency and the Commissioner of Education having to approve the State plan?

Dr. PEARL. Yes, I think the more steps removed, the more places it has to stop off before it gets down to the person. The thing they are asking is how do we get universities to move to an omnibus kind of involvement without having to go through that many steps?

We are talking of giving greater attitude to the Commissioner on programs.